DOCUMENT RESUME

ED 048 119 24 SP 004 702

AUTHOR	Cronbach, Lee J.
TITLE	Postdoctoral Research Traineeship Program. Final Report.
INSTITUTION	Stanford Univ., Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-9-0610
PUB DATE	31 Aug 70
GRANT	OEG-0-9-140615-4617
NOTE	6p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Economic Research, Educational Administration, *Fellowships, *Post Doctoral Education, *Resource Allocations
IDENTIFIERS	*Swanson (Austin D)

ABSTRACT

The primary objectives of this postdoctoral research program of Austin D. Swanson were to develop an understanding of economic analysis techniques and to appraise their usefulness in solving educational problems, especially those of resource allocation. Secondary objectives included becoming familiar with the analytical techniques used by political scientists, the probable future development of planning techniques, the philosophy used in training educational administrators, and computer technology. Courses participated in included finance, economics, administration, and systems analysis, together with visits to five institutions. A book-length manuscript and four papers were completed, and extensive reading and library research were also undertaken. (MBM)

ED048119

~~BR 4-0615~~
PA 24
4-0610

Final Report

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Grant No. OEG-0-9-140615-4617

Postdoctoral Research Traineeship Program

Lee J. Cronbach
Director

August 31, 1970

The Research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view stated do not, therefore, necessarily represent official Office of Education position or policy.

Stanford University
Stanford, California

SP004702

SUMMARY

The Postdoctoral Fellowship Program in Educational Research enables promising holders of the doctorate to become more competent to conduct research pertinent to education. The program's significance consists in its giving a research worker freedom to undertake any of a variety of activities among the many significant ones available at Stanford, activities that increase his potential for contributing to education.

Postdoctoral traineeships offer an opportunity for researchers to acquire new skills and concepts necessary for effective research on their current educational interests. Stanford University faculty and facilities are unusually well suited for postdoctoral training. In addition to the School of Education, the Graduate School of Business and the Department of Anthropology, Computer Science, Economics, Political Science, Psychiatry, Psychology, Sociology, Statistics, and others have courses relevant to advanced preparation for educational research. The numerous University research laboratories and centers offer postdoctoral trainees the opportunity for a wide range of research experiences.

Programs are individually structured to meet the trainee's interests and needs, and are expected to consist of an appropriate combination of the following activities: attending classes and seminars; participating in Stanford research projects to the degree that such participation has training value; planning or conducting research in consultation or collaboration with faculty members; and engaging in independent study.

Introduction. Stanford's Program for Postdoctoral Training accepted Dr. Austin D. Swanson as Postdoctoral Fellow in the year 1969-70, his objective being to acquaint himself with new developments and to obtain advanced training in economic analysis techniques in order to appraise their usefullness in relation to resource allocation in education. Dr. Swanson's adviser was Dean H. Thomas James whose specialization is school finance and the governance of schools. Dr. Swanson also received counsel from Associate Professor Henry M. Levin, a specialist in the economics of education, and Assistant Professor Michael W. Kirst, a specialist in educational administration and business administration, and director of the joint program in educational administration.

Stanford's faculty and facilities are well suited to postdoctoral training in this particular area. A number of joint appointments in education and economics, and education and business administration have been made. A joint program in educational administration has been developed between the Graduate School of Business and the School of Education to provide management training and financial analysis skills for future educational administrators. The program includes core courses in the Graduate School of Business which deal with such areas as management and the computer, operations and systems analysis, organizational behavior, decision-making in the public sector, and enterprise direction. Related courses in the School of Education include school finance, economics of education, organizational theory, advanced public school administration, and education and public policy.

Description of the program. The objectives Dr. Swanson and his advisers established to enable him to make the best use of the facilities are listed below:

Primary objective: to develop an understanding of economic analysis techniques and to appraise their usefulness in solving educational problems -- especially those of resource allocation.

- to become competent in using the techniques of cost benefit analysis and operations research
- to improve his understanding of the problems and techniques associated with measurement of educational output, utility, and social benefit
- to explore the application of cost-benefit analysis and operations research techniques to educational problems
- to study the implications for resource organization in education (governance of education)

Secondary objectives:

- to become conversant with analytical techniques used by political scientists and their application to the politics of education

- to become conversant with futures projection and planning techniques

- to become familiar with the philosophy and programs for training educational administrators at Stanford University

- to obtain enough knowledge of computer technology to be able to use standard programs withou programming assistance

With these objectives in mind, Dr. Swanson participated in the following courses:

School of Education

326A - School Finance
326B - Financial Decision making for the Schools
313A & B - Economics of Education
323B - Education and Public Policy
322A & B - Joint Seminar in Administration: Business and Education

Graduate School of Business

401 - Economic Analysis (Microeconomics)
201 - Economic Growth and Fluctuations (Macroeconomics)
261 - Operations and Systems Analysis I
262 - Operations and Systems Analysis II
263 - Operations and Systems Analysis III

Short-term courses, Computation Center

WATFOR
BASIC
WYLBUR

In addition to course work, Dr. Swanson travelled to the meetings or institutions listed below to discuss tools and techniques of economics as they are applied in education.

American Educational Research Association, Minneapolis, Minnesota

National Education Association's Committee on Educational Finance, San Francisco, California

Center for the Study of Education, UCLA

Budget Director, San Diego Public Schools

Emonds, Washington and Shoreline, Washington Public Schools

During the year, Dr. Swanson completed the rough draft of a book-length manuscript entitled The Death of the Common School -- An Alternative for Public-Supported Education in the United States. He also wrote four papers which are presently being circulated among potential publishers:

Competition in the Public Sector
School Integration -- Its costs and its effectiveness
Federal Aid to Education or Revenue Sharing?
Cost-effectiveness Analysis of Educational Problems

Dr. Swanson's other activities during the year included extensive reading and library research, reanalysis of the Quality Measurement Project and the Project Talent data, and informal discussions with faculty and students.

Evaluation. Dr. Swanson appeared to our faculty as well qualifed for the studies he undertook and he was diligent in pursuing them. The topics he studies were not available to educational researchworkers until recently, and even now they can be studies at only a very few institutions where a close linkage is being made between economics and education. Extending Dr. Swanson's professional competence in education to include economic methods of analysis is likely to greatly increase the benefit from his subsequent research.

Dr. Swanson has returned to the State University of New York at Buffalo. He is now a Professor in the School of Education.

Trainee summary

A. Number of trainees initially accepted in program 1

Number of trainees enrolled at the beginning of the program 1

Number of trainees who completed the program 1

B. Categorization of trainees

Number of trainees who principally are elementary or secondary public school teachers 0

Number of trainees who principally are local public school administrators or supervisors 0

Number of trainees from colleges or universities, junior colleges, research bureaus, etc. 1

Program director's attendance

A. What was the number of instructional days for the program? About 220

B. What was the percent of days the director was present? 83%

Financial Summary

A. Trainee support	Budgeted	Expended	Balance
Stipend	$18,000	$18,000	-0-
Dependency Allowance	----	-----	-----
Travel	2,000	2,000	-0-
B. Direct costs	(none)	(none)	(none)
C. Indirect costs	1,000	1,000	-0-
TOTAL	$21,000	$21,000	-0-